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AUTHOR Barnes, Sharon S.
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ABSTRACT

An annotated bibliography of materials concerning the role of culture in foreign language learning focuses on the complexity and the importance of cultural awareness and on its integration into the foreign language curriculum. The first group of citations concerns the value of culture in the communication process and includes materials on sociological issues, attitudes toward foreign cultures, and attitudes toward and expectations of foreign languages. The second group of citations addresses issues in the integration of culture into classroom activities, including methodological concerns, textbooks and testing, and teaching strategies. Conclusions derived from the survey of the literature and recommendations for further research, curriculum development, and classroom techniques are also presented. (MSE)

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AN ANNOTATED BIBLIOGRAPHY OF LITERATURE CONCERNING THE ROLE OF CULTURE IN FOREIGN LANGUAGE

by

Sharon S. Barnes
Graduate Student

Study Directed
by
Charles R. DuVall, Ph. D.

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ABSTRACT

The role of culture in today's foreign language classroom has become significant during recent years. The idea of cultural awareness has been examined in the areas of sociology and education. Culture has been found to assist the student in acquiring the second language through structural and functional methods and by the use of contextual simulations and interaction programs. The literature presented in the annotated bibliography is offered to serve as a guide to the sociological and educational reasons for providing cultural awareness and the various methods, textbooks and tests, and strategies encountered in integrating culture into the current foreign language curriculum

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INTRODUCTION

> In our desire to create harmony among the different peoples of the world, we have made a full commitment to culture. There is no area of education with a greater potential--or a greater responsibility--than that of foreign language education. In our classrooms we have the opportunity to help students become open, accepting, caring citizens of the world community. (Morain 410)

The teaching of culture in today's school curriculum has undergone both scrutiny and change since the beginning of the functional approach era during the past two decades in foreign language instruction. Culture is no longer seen as a separate unit to be taught in the spare moments of class. It has been of importance that culture be viewed as an interdisciplinary matter and also be valued as a key in the acquisition of a foreign language, as well as in the social realms of communicative behavior.

Communicative competence and one's ability to function and adapt in the target culture have been issues which plague pedagogues in the foreign language field. One has not had to experience a metamorphosis to become a "native" of the target culture. However, one can have an insight into the

culture in order to function in the target society, or minimally, to gain an introspect into a different section of the international community and decrease one's ethnocentrism.

In dealing with this problem of cross-cultural awareness and its implementation in the classroom, many strategies have been promoted as a means of transferring the cultural background material, in conjunction with linguistics, to the student. Measurement and evaluation devices, as well as textbooks and supplemental materials, have been examined. The following sources annotated in this paper concern these issues of cultural awareness, attitudes, and the topics involved in the integration of culture within the classroom.

Statement of the Problem

In recent years, culture has become an integral element in the communication process. There are factors in cultural education within the foreign language field which facilitate language acquisition and social understanding and some which also cause problems for its implementation.

Purpose of the Study

The purpose of the study was to bring awareness to the pedagogy of the complexity and importance of cultural awareness and to its integration and use within the foreign language classroom. The literature presented in the annotated bibliography was offered to serve as a guide to the reasons for providing cultural awareness programs in the

foreign language classroom and to the problems encountered and changes to be made in the foreign language field.

ORGANIZATION OF THE STUDY

The first part of the study concerned the value of culture and its influence in the areas of communication and sociology. Included in these sections were the attitudes of students toward foreign culture. Also examined were certain attitudes and expectations toward foreign language in the classroom.

The second portion dealt with the specific area of foreign languages and the integration of culture in the classroom. Methodological controversies as to how to teach culture were examined. Textbooks and testing and their relationship with culture content were also explored. Some strategies that have been used as a means to communicate with cultural context were presented.

Limitations of the Study

Educators in the field of foreign languages have noted the lack of research of various theories and strategies. As Moskowitz stated, "Often the programs which evolve and the subsequent prescriptions given to teachers have been based upon opinion, pet theories, and personal experience" (Moskowitz 157, see annotated bibliography). It is for this reason that this study may not include a comprehensive listing of strategies and methods currently being used.

GLOSSARY

culture: "The level attained by the individual or social group in the accumulation of knowledge and the integration of social behavior patterns" (Good 156).

cultural education: "all education insofar as it serves as a process of transmitting the folkways and mores of a people or nation" (Good 155).

culture, target: "the culture of the language being learned or taught" (Good 156).

ethnocentrism: "belief in the superiority of one's own ethnic group" (The American Heritage Dictionary of the English Language 450).

FLES: "Foreign Language in the Elementary School" (Campbell, Gray, Rhodes, and Snow 45).

functional approach: approach which "assigns higher priority to the content of communication than to its form" (Rivers 232).

immersion: "children are taught most of their subjects in the foreign language" (Campbell, Gray, Rhodes, and Snow 45).

linguistics: "the study of the nature and use of language" (Good 341).

MLA: Modern Language Association

ANNOTATIONS

THE VALUE OF CULTURE IN THE COMMUNICATIVE PROCESS

Sociological Concerns

Barnlund, Dean C., and Shoko Araki. "Intercultural Encounters--The Management of Compliments by Japanese and Americans." Journal of Cross-Cultural Psychology 16 (1985): 9-26.

The rules of a society were studied in relation to the act of giving compliments by Americans and Japanese. Results indicated that significant differences were shown in frequency and content of the act. Japanese tended to be more nonverbal in their communication and group-orientated. Americans were more individualistic. The authors concluded that understanding the culture and the sociological background of a people was necessary in order to comprehend the specific customs and communicative processes.

Cohen, Andrew D., and Elite Olshtain. "Developing a Measure of Sociocultural Competence: The Case of Apology." Language Learning 31 (1981): 113-31.

Cohen and Olshtain reported that the apology act could serve as a viable instrument to ascertain variables of sociocultural competence. They noted that four semantic formulas resulted from the data. These included the expressing of the apology, the taking of responsibility, the giving of reparations, and the promising of non-reoccurrence. Using eight role-playing situations simulating the target culture's rules of society, the authors deduced that native and non-native speakers responded significantly differently to social customs and that the appropriateness of answers in a social context can be measured.

Gardner, Robert C., and Donald M. Taylor. "Ethnic Stereotypes: Their Effects on Person Perception." Canadian Journal of Psychology 22 (1969): 267-76.

In this study of perception, persons' reactions to a number of different items of information other than that of an ethnic group membership were measured. Expected stereotypes, neutral types, and anti-stereotypes were used as a basis for examination. Factors affecting perception were social pressure and group stereotyping. The amount of stereotyping resulted from the interaction of communication between the native and target people and the social context in which the communication took place. Campbell and Taylor concluded that the more information a person has concerning a target culture, the more he will tend to utilize that data in changing his perceptions of stereotypes of that culture.

Triandis, Harry C., and Vasso Vassiliou. "Frequency Of Contact and Stereotyping." Journal of Personality and Social Psychology 7 (1967): 316-28.

Triandis and Vassiliou reported on the study of stereotyping between Greeks and Americans, each group having various degrees of contact with one another. The authors noted that the no-contact groups were unaware of many social and psychological aspects of the target culture. Self-perceptions, notably those of the Americans, were found to be more defined if the natives interacted with another culture. The most positive attitudes of Americans toward Greeks were by those who spoke the target language and who had maximum contact with the target culture.

Attitudes Toward Foreign Cultures

Clavijo, Fabio J. "Effects of Teaching Culture on Attitude Change." Hispania 67 (1984): 88-91.

Clavijo asserted that a student who has received specific cultural information and has interacted (role-playing) within the classroom will improve his attitude toward the target culture. The study also noted that increased awareness of similarities between the native and target cultures resulted in a more positive view of the target people. Clavijo concluded that information about the everyday life of the target people and their customs is essential to the curriculum to promote cultural education.

Guiora, Alexander Z., Robert C. L. Brannon, and Cecelia Y. Dull. "Empathy and Second Language Learning." Language Learning 22 (1972): 111-30.

The study indicated the relationship between a student's ability to "put himself into the shoes" of the target culture, his attitudes toward the foreign society, and his achievement in second language acquisition. The authors focussed specifically on the acquisition of pronunciation skills and its relationship to empathy. Elements incorporated into the study were intelligence, motivation, and personality. Of the battery of tests given to the 411 students, positive correlation was found between empathy and achievement.

Hoeh, James A., and Dennis W. Spuck. "Effects of a Three Phase Acculturation Procession of Language Skill Development and Social and Personal Attitudes of High School French Students." Foreign Language Annals 8 (1975): 221-26.

This study was of an immersion program consisting of a home stay with a foreign family, a school section, and a touring portion in order to study the rate of language skills acquisition, attitudes toward the target culture, and self-perceptions. Using standardized tests, the authors stated that contact with the target culture increased the positive attitudes toward the French. Self-perceptions were also shown to have improved and significant increases in student achievement in reading and listening were found. The author noted that, although this program was beneficial socially, intellectually, and psychologically, the cost factor and implementation posed difficulties to its inclusion into a curriculum.

(Note: The authors cited limitations of the study due to the exclusion of the writing and speaking sections of the MLA-Cooperative Achievement Test.)

Lambert, Wallace E., R. C. Gardner, H. C. Barik, and K. Tunstall. "Attitudinal and Cognitive Aspects of Intensive Study of a Second Language." Journal of Abnormal and Social Psychology 66 (1963): 358-68.

The authors conducted a study of American students in a French summer school. They asserted that attitudes toward the target culture directly affected second language acquisition. Also noted was the finding that students who identify with the target people will have higher achievement in the language skills. The authors maintained that in beginning to advanced classes, students who had separate French and English language concepts, "semantic distinctiveness," were lower in achievement to those who integrated the semantical concepts of both languages and, therefore, facilitated learning.

Riestra, Miguel A., and Charles E. Johnson. "Changes in Attitudes of Elementary-School Pupils Toward Foreign-Speaking Peoples Resulting From the Study of a Foreign Language." The Journal of Experimental Education 33 (1964): 65-72.

Riestra and Johnson studied the problems of language acquisition and its relationship to communication and attitude toward the target culture. Using Spanish as the medium, Hispanic culture was taught. According to the findings, students who studied a second language had a more positive attitude toward the target people, although not toward other foreign countries which were not studied. The authors concluded that teaching language in a culturally integrated class was more beneficial than that of the more traditional linguistics-based class.

Robinson, Gail L. Nemetz. Issues in Second Language and Cross-Cultural Education: The Forest Through the Trees. Boston, Mass.: Heinle & Heinle Publishers, 1981.

In studies involving second language acquisition, the findings showed that contact with the target culture resulted in positive attitudes toward the target groups. However, many students continued to have negative perceptions of foreigners in general. This was attributed to miscommunication and to ethnocentricity. Also perceptions of similarities and dissimilarities influenced students significantly. According to Robinson, an interdisciplinary approach to culture is needed to promote cross-cultural studies in more than just the foreign language classes where bias and elitism have caused some lower ability students to be excluded from culture education.

Tuttle, Harry Grover, Jorge Guitart, and Joseph Zampogna. "Effects of Cultural Presentations on Attitudes of Foreign Language Students." The Modern Language Journal 63 (1979): 177-82.

The study on attitudinal changes and their effects on methodology was conducted on Spanish classes and concerned the views toward Puerto Ricans. The authors found that if similarities were stressed during instruction of the target language, the ethnocentrism of the student will decrease significantly. These positive attitudes which resulted were seen in statistical form, as well as in the oral and written responses of the students. Conversely, negative attitudes were seen from the group in which differences in cultures were emphasized.

Attitudes and Expectations Toward Foreign Languages

Brickell, Henry M., and Regina H. Paul. "Ready for the '80s? A Look at Foreign Language Teachers and Teaching At the Start of the Decade." Foreign Language Annals 15 (1982): 169-84.

The study was conducted under the direction of the United States Department of Education and involved approximately 40,000 teachers of foreign languages from a cross-section of America. Findings indicated that only ten percent of college credits was being earned in cultural courses, whereas one-half of time in college courses for majors was spent on literature. In actual classroom teaching, seventy-five percent of instructional time was being used for linguistics, five percent for literature, and twenty percent for culture. Of the nine categories of importance to inservice programs, cultural awareness ranked seventh.

Eddy, Peter A. "Foreign Languages in the USA: A National Survey of American Attitudes and Experience." The Modern Language Journal 64 (1980): 58-63.

The University of Michigan Research Center's survey showed that a second language in the United States is not spoken by a majority of people, even though more than three-fourths indicated that its inclusion in the curriculum is important to the growth of elementary and junior and senior high school students. More than seventy-five percent of those who had studied a language also agreed that a language course was valuable. The study also concluded that more than three-fourths of Americans surveyed stated that the main purpose of second language acquisition was that of cultural awareness and the comprehension of different lifestyles and customs.

Knox, Edward C. "Report on the Teaching of Civilization." French Review 56 (1983): 369-78.

The study indicated that over ninety percent of students in upper level classes examined thought that civilization was essential to the curriculum for insight into another culture and for historical value. However, only twenty percent of instructional time was spent on civilization and culture. Findings showed that preference for cultural education content was in the area of daily living styles and the customs of the target language. However, most courses being taught in the college curricula and upper level courses in high schools were designed for fine arts and literature. The author asserted that the cost and access to materials were major obstacles to the success of civilization/culture courses.

Koppel, Irene E. "The Perceived Contribution of Foreign Language to High Priority Education Goals." Foreign Language Annals 15 (1982): 435-39.

Secondary school districts in New Jersey were examined as to main educational goals in relation with foreign language influences. Math, science, and social studies were also compared. Goals examined included basic skills, general education, collection and use of data, self-perceptions, and attitudes. Both language teachers and administrators considered foreign language to be of value, especially to self-perceptions of students. Findings indicated that the main reason given for foreign language in the curriculum was to develop cultural awareness and communication skills.

Ludwig, Jeannette. "Attitudes and Expectations: A Profile of Female and Male Students of College French, German, and Spanish." The Modern Language Journal 67 (1983): 216-27.

Ludwig asserted that attitudes and expectations were prime contributors to a student's choice of language and to his continuance of language study. Certain attitudes, such as those toward cultural history, were found to contribute to stereotyping of the target cultures. Ludwig added that expectations were primarily focussed on oral proficiency, especially in Spanish. Two major deficiencies of the courses studied were lack of communicative skills and lack of cultural content. She concluded that intrinsic motivation must be present for success in language studies and that curriculum and methods course designers should examine closely the expectations of students in order to make programs more successful.

Moskowitz, Gertrude. "The Classroom Interaction of Outstanding Foreign Language Teachers." Foreign Language Annals 9 (1976): 135-57.

This study identified behaviors and interactions that were prevalent in a sampling of teachers judged excellent by their former students. Results indicated that these teachers, as compared to a cross-section of "typical" foreign language teachers, employed the target language for the majority of the instructional time, had more indirect behavior, personalized their lessons, used more gestures and nonverbal language to express thoughts, and made more use of supplemental materials. Both groups of teacher were neglectful of cultural education, most of them using it as an extra item or as a reading lesson. Moskowitz concluded that this was an area of concern for both "excellent" and "typical" foreign language teachers.

Weatherford, H. Jarold. "Foreign Language Attitudes Survey: Georgia Superintendents and High School Principals." Foreign Language Annals 15 (1982): 29-34.

The survey investigated reasons why enrollment was falling in foreign language. Results showed that the main reason for studying a foreign language was twofold: cultural awareness and communication. Attitudes in general toward the need for foreign languages in the curriculum were highly positive. The author concluded that community support was necessary to fight against problems of high cost and negative attitudes of some parents and students toward the purpose of studying languages.

THE INTEGRATION OF CULTURE IN THE CLASSROOM

Methodological Concerns

Galloway, Vicki B., "Perceptions of the Communicative Efforts of American Students of Spanish." The Modern Language Journal 64 (1980): 428-33.

Galloway studied the reactions of native and non-native speakers of the target language to the attempts of students to speak Spanish. For successful communication, she asserted that students should have the desire to interact and should be given this opportunity in the classroom. The emphasis was on content rather than structure during these interactions. Nonverbal language was found to facilitate comprehension and to promote positive attitudes to the target people. In conclusion, Galloway suggested that cultural awareness was important to effective communication.

Hauptman, Philip C. "A Structural Approach vs. A Situational Approach to Foreign-Language Teaching." Language Learning 21 (1971): 235-45.

Two groups of elementary students, grades three to six, were compared using situational and structural approaches. Results indicated that the situational method produced higher achievement on standardized foreign language tests. The correlation was significant between achievement and high aptitude and IQ using the situational technique. On the structural test, the situational group was equal to that of the structural. There were no significant differences using either method for lower ability students. Hauptman asserted that material does not have to be introduced sequentially (structural approach) by levels of difficulty. Teachers, according to the author, should carefully choose the length of the situations and should employ them especially for higher aptitude students.

Joiner, Elizabeth G. "Communicative versus Non-communicative Language Practice in the Teaching of Beginning College French." The Modern Language Journal 61 (1977): 236-42.

In this study, Joiner compared non-communicative language, which has no message, and communicative language, which has a meaningful message. Results indicated the higher ability and more creative students benefited more in achievement by being in the communicative group. Lower creative and lower ability students achieved more in the guided, non-communicative class. Joiner concluded that linguistics and communication are really separate entities and that communicative competence results from more meaningful, message-filled language. She advocated using the practice/interaction sessions of the instruction to their fullest in order to benefit from the communicative approach.

Politzer, Robert L. "Foreign Language Teaching and Bilingual Education: Research Implications." Foreign Language Annals 13 (1980): 291-97.

Politzer asserted that some structural teaching methods should be integrated into a functional approach in order to counteract peer influence which may result in the group using each other as role models. Positive correlations were seen between achievement and classes having different teaching methods, high interaction, and much explanation of new material. Negative correlations were noted with the use of the traditional repetition drills. Politzer concluded that bilingual educators and foreign language educators should become more unified in their approaches to research and teaching methods.

Smith, Karen L. "The USC Proficiency-Based Program in Foreign Language Instruction: Methods and Their Effects on Achievement and Motivation." Die Unterrichtspraxis 17 (1984): 240-54.

The University of Southern California (USC) conducted a study of a program which stressed communicative competence and was based on a proficiency test. Results indicated that achievement improved significantly on reading and speaking. The language was taught with a functional approach, using the target language in real-life situations which became more complex and specific for advanced classes. Grammar was taught in home study and laboratory sessions. The author noted that attitudes, motivation, and effort improved using this method.

Strick, Gregory J. "A Hypothesis for Semantic Development in a Second Language." Language Learning 30 (1980): 155-76.

Using a comparison of Iranian and American students, the author stated that the native culture and social setting had influenced the acquisition of a second language due to the learner using his native background to perceive the new language. This influence was shown to dissipate as the learner became more immersed in the target culture and language. Strick concluded that semantic structures also tended to be shaped by the influence of cultural forces of both languages.

Wesche, M. Bingham. "Learning Behaviours of Successful Adult Students on Intensive Language Training." Canadian Modern Language Review 35 (1979): 415-30.

Wesche studied the behaviors of adults in an intensive French class and found significant positive correlations to achievement. These included role-playing, discussion, watching one's progress, and involvement with the target language. Wesche asserted that more success in listening and speaking achievement could be attained by using the target language within meaningful cultural contexts. This would provide the student with cues or associations which would aid in long-term memory.

Williams, David. "Factors Related To Performance in Reading English as a Second Language." Language Learning 31 (1981): 31-50.

This study examined variables involved in reading performance of students learning English in foreign elementary schools. Findings revealed that achievement in native and foreign language is affected by the setting in which the language is learned. In schools where the foreign language was used as a means of instruction for most of the classes, students had fewer language interference problems. Williams pointed out that communication was hindered by lack of contextual concepts and cultural awareness. Inferences could not be made without crucial cultural information and a certain empathy with the target culture. Second language students spent too much time on decoding processes, according to the study, trying to find the meanings for words which were not critical to the comprehension of the message.

Winfield, Fairlee E., and Paula Barnes-Felfeli. "The Effects of Familiar and Unfamiliar Cultural Context on Foreign Language Composition." The Modern Language Journal 66 (1982): 373-78.

The authors noted that teaching students ideas, values, and other related items of the target culture would ease the burden of unfamiliar material. Findings showed that culture would aid fluency, grammar, and the complexity of sentence structure. Another result from the study indicated that culture should be taught first in the native language to facilitate long-term memory storage and to serve as a basis for later composition skills in the target language.

Textbooks and Testing

Cooke, Madeline A. "A Pair of Instruments for Measuring Student Attitudes Toward Bearers of the Target Culture." Foreign Language Annals 11 (1978): 149-63.

Cooke examined a test which would evaluate the cognitive, affective, and behavioral factors of an attitude. Using the Bogardus Social Distance Scale (behavior) and a semantic differential test (affective and cognitive), the combination was used to evaluate. Significant correlations were found between the the facets of the test which measured cognitive aspects. Weak correlations were found between the Bogardus test and the semantic differential test. The study indicated that both tests were needed to measure an attitude to any reasonable degree of predictability.

Levno, Arley W. and Guenter G. Pfister. "An Analysis of Surface Culture and Its Manner of Presentation in First-Year College French Textbooks from 1972 to 1978." Foreign Language Annals 13 (1980): 47-52.

The authors used Pfister and Borzilleri's evaluation tool (adapted) to compare the cultural context and presentation of twenty-one textbooks. Five areas were examined specifically: family, personal, political, social, and fine arts. In general, the majority of texts were lacking in two or more of the five areas being tested. The section most neglected was the political systems and institutions. The results showed that only two of the twenty-one texts were adequate in cultural educational content.

Moreau, Paul Henri, and Guenter G. Pfister. "An Analysis of the Deep Cultural Aspects in Second-Year College French Textbooks Published from 1972 to 1974." Foreign Language Annals 11 (1978): 165-71.

Moreau and Pfister evaluated ten texts for cultural content. The authors used fourteen categories which included such items as individualism, family, religion, and education of the target culture. No text was found to include religion as a social item. Few included material on family relationships or education and youth. Only one of the books was found to have sufficient cultural content. The authors asserted that an essential part of language instruction was being neglected in most textbooks and, unless supplied by supplemental materials, was not being presented realistically to French students.

Schultz, Renate A. "Discrete-Point versus Simulated Communication Testing in Foreign Language." The Modern Language Journal 61 (1977): 94-101.

The discrete-point test, which measured linguistic ability, and the simulated communication test, which measured the students ability to speak the target language and to comprehend it aurally, were compared. Speaking, listening, writing, reading, and culture were evaluated. The results indicated that the discrete-point test was more successful in relation to achievement. However, Schultz stated that there were factors which may have influenced findings, such as the idea that the methods used in classes compared favored the discrete-point approach. The discrete-point test was also easier to study for. Schultz asserted that both tests were valid, depending on what area of language, communicative or linguistic, was being tested specifically.

Seelye, H. Ned. "An Objective Measure of Biculturation: Americans in Guatemala, A Case Study." The Modern Language Journal 53 (1969): 503-14.

A test for culture knowledge was devised and tested on Americans in Guatemala. The test successfully discriminated between different levels of culture knowledge, rates of culture acquisition, levels of performance, and the depth to which immersion took place. Seelye concluded that the more involvement a person has with the target culture, the more "biculturation," adapting to the target society, he has. Seelye also added that foreign language teachers should not expect this adaptation to be fully realized within their classes, but should include as much material as possible concerning daily lifestyles of the target people.

Spolsky, Bernard, Bengt Sigurd, Masahito Sato, Edward Walker, and Catherine Arterburn. "Preliminary Studies in the Development of Techniques for Testing Overall Second Language Proficiency." Language Learning 18 (1968): 79-98.

This study concerned the construction of a test to measure students' levels of proficiency in natural language situations. The basis for the test relied on previous studies which showed that native speakers had more success communicating when there was interference, such as people talking, than non-native speakers whose comprehension was hindered by the added obstacles. Factors included scoring, type of interference (white noise), signal-to-noise-ratio (seven decibels), and length and complexity of sentences. The authors concluded that a test of a student's performance within proficiency levels could be easily constructed and implemented for classroom use.

Stern, Rhoda H. "Review Article: Sexism in Foreign Language Textbooks." Foreign Language Annals 9 (1976): 294-99.

In this study, twenty-five textbooks from 1970 to 1974 were examined. Along with sexism, the study found errors in linguistics and an "air of sterility" in the material presentation. Pictures and dialogues were found to exclude women significantly. Instead of being portrayed as responsible contributors to society, women were depicted continuously in stereotyped roles, such as housewives or stewardesses. Stern stated that, despite money and time allotted for revisions of textbooks, few publishers have realized or attempted to change present unrealistic presentations of women in foreign language textbooks.

Selected Strategies

Asher, James. "The Learning Strategy of the Total Physical Response: A Review." The Modern Language Journal 50 (1966): 79-84.

Five studies examining the success of the Total Physical Response theory indicated that there were significant increases in retention of foreign language vocabulary and complex sentences of Japanese and Russian. These results held true for children, as well as adults. At various grade levels, there were conflicting findings which indicated that acting out command responses yielded higher retention than writing the answers. Motivation, effort, and interest were positively influenced by the strategy.

(This strategy has been used in such cultural activities as learning eating customs and has been used as the basis for the audio-motor unit approach for teaching culture.)

Asher, James, Jo Anne Kusado, and Rita De La Torre. "Learning A Second Language Through Commands: The Second Field Test." The Modern Language Journal 56 (1972): 24-32.

The authors reported on results of further studies done using the Total Physical Response method. Employing standardized proficiency tests, they concluded that most linguistical skills could be taught in the imperative tense. They asserted that the most significant finding was that listening skills aided in transferring skills to reading, writing, and speaking without the use of formal instruction. Test results indicated an overall increase in skill mastery and a reduction of the time needed for acquisition.

Campbell, Russell N., Tracy C. Gray, Nancy C. Rhodes, and Marguerite Ann Snow. "Foreign Language Learning in the Elementary Schools: A Comparison of Three Language Programs." The Modern Language Journal 69 (1985): 44-54.

In this study, three different elementary programs were compared: immersion, partial immersion, and FLES. The programs were conducted on a cross-section of 382 students from twelve public and three private schools. Using mainly the MLA test, results indicated that immersion students achieved significantly more in the areas of reading, writing, speaking, and listening. The next highest achievers were the students in the partial immersion classes. The authors noted that there were factors which might have affected results, such as variations in some school programs. They recommended that the results be used to test recent methodology theories. According to the authors, students should benefit from a program where contact with a foreign culture is made early in their academic life.

Fiedler, Fred E., Terence Mitchell, and Harry C. Triandis. "The Culture Assimilator: An Approach to Cross-Cultural Training." Journal of Applied Psychology 55 (1971): 95-102.

This article concerned the creation, application, and evaluation of a culture training program. Its purpose was to facilitate interaction in and adaptation to different cultures. The student read a short selection which depicted a cross-cultural difference and answered questions designed to test his comprehension. Explanations were given for incorrect answers in order to guide the student to the appropriate choice. Five studies were conducted to evaluate the strategy. Results indicated that assimilators have a positive effect on interpersonal relations and help the native adapt to the target culture.

(Note: This strategy has been applied to classroom lessons.)

Teichert, Herman U. "An Experimental Study Using Learning Packages in Beginning College German." The Modern Language Journal 56 (1972): 488-90.

Learning packages, in this study, were examined for their value as supplementary materials. The experimental group, using the packages, produced higher achievement scores and had more positive attitudes toward the target language. Motivation was strengthened and interest sustained longer by students using the packages. Teichert concluded that students given clear performance objectives and directions on how to use the packages could attain higher achievement if the instructor guided them in time allotments for the individualized instruction of the packages.

Urbanic, Anne. "The City: A New Approach to Conversation Classes." Canadian Modern Language Review 36 (1979): 97-104.

A pilot study was done on a conversational strategy using a trip through a foreign city as the means to elicit communication and to give cultural information. Students, used as "tourist guides," were taken from elementary, beginning, and advanced classes. Results from a recall test indicated that the approach was effective in acquiring vocabulary and empirical reports noted the positive influences on conversation, motivation, and attitudes. The author urged caution in overuse of the strategy and stated that the teacher must play an active role as implementer of the "trip" in order to attain success.

Wolfe, David E., and Gwendolyn Jones. "Integrating Total Physical Response Strategy in a Level I Spanish Class." Foreign Language Annals 15 (1982): 272-80.

The authors asserted that the Total Physical Response strategy could be employed in the classroom for a limited time (twenty minutes per class), and that this could be used along with the traditional class instruction without disturbing the class climate. The strategy produced students who were more motivated and had sustained interest in the subject. Achievement was improved significantly. Also resulting from this program was a more positive attitude toward the language and the instructor. In conclusion, the authors noted that language was best learned implicitly, using native language (first language) acquisition skill sequence.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Research has indicated that culture is being realized as a viable factor in the communication process and that it is difficult to separate from language. Sociologists, linguists, and anthropologists have contemplated the effects of culture education. According to Barnlund and Araki, society backgrounds must be understood in order to aid the communication process (25). Cohen and Olshtain found that an act as simple as an apology becomes a complex procedure which can be broken down into formulas and measured as one's "sociocultural competence" (119). These cultural differences in social rules that govern everyday behavior were viewed as involving more than merely language, but it also included the analysis of facial expressions, gestures, and tone of voice (Cohen and Olshtain 129).

Besides the social problems of adapting, others, such as Gardner and Taylor, have studied the problems of stereotyping and perceptions of foreigners. Here, it was discovered that the more information about the foreign culture one has, the more he will use it to alter his stereotype of the target culture (275). Agreeing with Gardner and Taylor, Triandis and Vassiliou further noted that groups who had no contact with the target culture were lacking in social and psychological insights which would have altered stereotypes (321). These authors also discovered

that self-perceptions were better understood when interaction between cultures took place (322) and that the Americans in their study who had the most positive attitudes toward the target group were the ones who had the most contact with the target group and who spoke the language to some extent (328).

The importance of attitudes toward foreign cultures has been called a factor in cultural education. Clavijo asserted that positive attitudes result from the amount of specific information one has about the target group with which he is involved actively (88). He further stated that cultural education and attitude change are best attained when the person is informed of the target culture's everyday life and similarities between native and target cultures (90).

Guiora, Brannon, and Dull found that empathy and achievement were positively correlated (111) and that this ability to "place oneself into someone else's shoes" created a better learning atmosphere (115). One way to accomplish this empathy with another culture was immersion. Hoeh and Spuck maintained that immersion and constant contact with the target culture aided in language acquisition (224), as well as with more positive attitudes and self-concepts (225). Others agreed that achievement and identity with the target people were factors which facilitated language learning and communication (Lambert, Gardner, Barik, and Tunstall 358). Some argued, however, that the empathy for one foreign group did not positively transfer to all foreigners (Riestra and

Johnson 69). Robinson agreed that foreign language and cultural education did not necessarily change a person's attitudes toward all foreigners, but mostly only those the student has studied (63). This occurrence she attributed to poor communication and to the ethnocentricity of the native person (50). Others stated that this ethnocentricity will decrease as the student perceives the similarities between his culture and the target culture (Tuttle, Guitart, and Zampogna 179).

Attitudes and expectations of teachers and students toward the foreign language field also shaped the role of culture in the classroom. Koppel, Ludwig, and Weatherford all reported that cultural awareness was the main reason for including foreign language in the curriculum. Brickell and Paul pointed out that only a small amount of college course time for language majors was spent on cultural education, the majority being used for literature, a lower priority for the classroom (173). Eddy (59) and Knox (371) both found that teachers and students preferred learning about daily life and cultural awareness, although little was being done to change curricula to use this information. Knox stated that the traditional culture/civilization course of fine arts and literature remained locked into high school and college curricula designs (370). Ludwig added that the fine arts image of foreign language culture has produced a type of stereotyping of languages and diminished the motivation for

learning certain languages (225). Moskowitz stated that, even in the classes which were judged as outstanding, there was a lack of cultural education except as supplemental lessons or reading materials (150).

Methodology in the classroom concerning foreign language and culture has been argumentative, and research on theories and strategies has been scarce. There has been a move toward methods concerned with content (meaning) of the language in place of structure (linguistics). Galloway suggested that this approach might well be implemented by giving students opportunities to interact and use culture education as facilitators of communication (432). Results were conflicting, however, when it came to which methods were best for achievement.

In comparing the two methods emphasizing these differences, Politzer's findings indicated that some structural methods should be incorporated into the situational approach in order to provide better role models (293). Joiner added that the more functional, she called it communicative, classes benefit the creative and higher achievers, whereas the lower ability students achieved more in the structured classes (241). However, Hauptman found that, although results favor the situational approach for higher aptitude and IQ, findings indicated that no significant differences between methods emerged for lower ability students (235).

Strick, Wesche, and Williams all agreed that presenting new material in a cultural context was best to promote comprehension. Wesche advocated the use of role-playing and discussion (421). Williams further commented that communication was greatly restricted by lack of culture knowledge and basis for which to make inferences in the language (49).

Winfield and Barnes-Felfeli believed that culture should not be taught in the target language, but should be taught first in the native language in order to promote long-term memory (376). Smith, however, advocated the use of the target language in real-life situations to improve communicative competence (240). Despite the arguments over the use of target language, most favor as much use as possible to promote communication skills.

Measuring cultural education and its accompanying skills in communicative competence and attitudes presented problems. Because this area tended to be more affective than cognitive, new instruments were devised and tested. Cooke used a combination of a cognitive and an affective measuring tool, the Bogardus Social Distance Scale and a semantic differential test (149). Schultz's approach to the problem was to compare tests measuring the structural and functional approaches. The test favored the structural method (100). She suggested that findings were vague and that the choice of tests depended on which approach was being tested (101).

In Seelye's studies on culture adaptation, he suggested that the foreign language teachers should not expect total immersion into the target culture within their classrooms but should concentrate their efforts on daily real-life situations of the functional method (514). He stated that the student must become involved in the culture, know the "facts" of social rules, and then behavior changes may take place (513).

Others have taken a different route in measuring communication by placing it in the natural context of noise interference. If a student can comprehend a sentence with distractions in the background, then he has mastered that part of the language (Spolsky, Sigurd, Sato, Walker, and Arterburn 81).

Another obstacle to integrating culture in the classroom is the lack of appropriate textbooks. In two separate studies dealing with cultural content in college texts, findings indicated a gross lack of material. In the first evaluation, Moreau and Pfister's investigations showed that real-life, everyday activities were being neglected in texts. Family and social life were ignored and religion was not mentioned in any of the texts involved (170). In the second evaluation, Levno and Pfister examined twenty-one texts and found only two that were adequate in cultural content (52). Stern took a different approach as she studied texts for sexism and found women portrayed in stereotyped roles (294).

Despite the problems, certain strategies have been researched and practiced to aid in cultural understanding and, therefore, also to promote communicative competence. Among these was Asher's concept of Total Physical Response, which used commands to teach all facets of language learning (Asher, Kusado, and De La Torre 30). Findings from the first study indicated that Total Physical Response strategy aids in long-term memory retention (81). Wolfe and Jones further stated that the approach could be used with regular classroom instruction, increasing motivation and achievement (279). This strategy has been adapted to teach such cultural concepts as learning how to eat in a target country.

Three varied programs were compared by Campbell, Gray, Rhodes, and Snow. In this study, immersion, partial immersion, and FLES programs were analyzed. Again, the immersion program, which stressed the use of the target language and emphasized contact with the target people was most correlated to higher achievement (48).

If immersion was a problem due to cost, an alternative strategy was presented by Urbanic. She used the city as a means to elicit conversation and to teach culture in which students role-played "tourists guides" and led travelers through the splendors of the target city (98).

Other strategies included Teichert's approach which advocated the use of learning packages. In the study,

Teichert concluded that learning packages were valuable as supplemental materials of individualized instruction but must be presented to the student in clearly stated performance objectives (490).

Resolving cross-cultural differences was the basis for Fiedler, Mitchell, and Triandis' Cultural Assimilator. This strategy tested comprehension and interpretation of these differences and explained incorrect answers to the student as a guide to finding cultural knowledge (96). Results have been positive in improvement in interpersonal relationships and adaptation to the target society (102).

CONCLUSIONS

It was determined from authors, such as Gardner and Taylor, that culture education was needed for developing communicative competence, self-perceptions, positive attitudes toward foreign people, and general knowledge of other countries. This has been attempted in foreign language classes but is now being considered in an interdisciplinary curricula, as shown by Robinson.

These cultural programs should include information in order to facilitate the act of communication for the student and to make him aware of the lifestyles of people other than those from his own country and geographical district. As Gardner, Taylor, and others inferred, the more conscious one is to others, the more appreciative he is to his own self-image and the less he is likely to stereotype people different than himself. Attitudes toward foreign cultures, according to such authors as Hoeh, Spuck, and Robinson, depended on interaction and elimination of cross-cultural differences.

Also taken into consideration by such authors as Knox, Brickell, and Paul, were attempts being made to study the time allotted to culture in the classroom and that which is allotted to culture in college methods courses for foreign languages. The discrepancy between the two only pointed to the contrasts in the communicative and cultural priorities of the classroom and the pedagogical traditions of the colleges.

These findings also symbolized the need of teachers to analyze the goals of foreign language in relation to their teaching techniques employed to realize those goals.

A variety of methods was presented as means to achieve the goals of second language acquisition. The main controversy, as Joiner and Hauptman pointed out, centered on the use of language in a traditional, linguistics-based approach and that of the use of language in context or situational approach. Although the authors implied that the use of the situational method improved achievement, authors such as Politzer cautioned that research was needed and that a combination of approaches might better serve the students' needs.

Measuring and evaluating cultural content and its use to communication was varied. As Cooke suggested, it was difficult to measure affective and behavioral aspects of learning and, therefore, combinations of tests may be the better means to attain a valid assessment tool. Schultz proposed that, although the linguistics-based test was shown to be more successful at evaluating achievement, the findings were still inconclusive.

Because most culture was found to still be taught through supplemental materials or the textbook, findings indicated that texts were generally lacking in fundamental cultural material. Important information concerning family

units, religion, and social lifestyles had been neglected, according to Levno, Pfister, and Moreau. In addition to these omissions, Stern discovered sexism within textbooks, depicting women in stereotyped roles or overlooking them completely in pictures or dialogues. Authors noted the need for revision and further evaluation of materials.

Some strategies presented, such as Urbanic and Teichert, were used to promote cultural content through supplemental material and learning packages. Others, such as Asher, Kusado, De La Torre, Wolfe, and Jones advocated the use of the Total Physical Response strategy which emphasized the use of commands to teach foreign language linguistics and culture. Fiedler, Mitchell, and Triandis' Culture Assimilator used cross-cultural differences to teach social rules and cultural content. These, in turn, improved interpersonal relations between foreign peoples.

The above strategies and the methods on which they are based have tried to reflect the current need for cultural awareness and the importance of the idea that language, communication, and culture are interrelated. Although there were differences as to the methods and evaluation of cultural education, foreign language, along with the social sciences, has a role to play in continuing to provide this cultural information to students.

RECOMMENDATIONS

It is recommended that:

1. Further research be concentrated in the area of cultural education and its place in the foreign language classroom, especially theories and strategies currently being used as supplementary material.

2. Curriculum designers examine the role of cultural education in the foreign language methods courses, as well as taking into consideration the attitudes of teachers and students concerning their classroom priority goals of communication skills and linguistics.

3. Teachers employ various strategies and activities in their classes to present cultural information and to elicit conversation and interaction.

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